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ABSTRACT

The highlights of the Navajo Area education program and activities are described in this progress report for the 1969-70 school year. Brief descriptions of programs, activities, and events are classified by 4 goals set by the Tribal Education Committee in 1966: (1) to attack the unique problems of Indian students by the provision of unique programs suited to the needs of these students, such as the English-as-a-Second-Language program; (2) to seek maximum feasible involvement of parents and tribal leaders in the education program; (3) to develop a public information program which reflects progress made on a continuing basis; and (4) to endeavor to assist in any way possible so that full utilization can be made of resources, including the Economic Opportunity Act, Public Law 89-10, and other programs which can benefit the Indian people. Significant accomplishments discussed in the report include completion of social studies and language arts guidelines for Navajo students, establishment of bilingual-bicultural kindergartens, initiation of a model dormitory program emphasizing guidance services, and inservice training workshops held during the year. Programs listed as supported by Government and private funds include teacher corps, student teachers, community school development, and work-study. Increased involvement of the Navajo people in the education of their children is cited as the major factor in the continuing success of the Navajo Area education program. (JH)

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NAVAJO AREA EDUCATION

PROGRESS REPORT 1969-70 SCHOOL YEAR

[1970]

The momentum of Navajo education in the 1970-71 school year is to a large extent determined by what took place the past school year. The following is a brief description of the highlights of the program last year and activities which will carry over into the current school year.

Increased involvement of the Navajo people in the education of their children provided major impetus to the continued and expanded achievements in Navajo education. Local school boards received training at monthly workshops and thus were better prepared to assume their responsibilities in the education of Navajo children. Agency school boards operated in an expanded manner at the agency level. The Interagency Board, established in the '69-70 school year, worked closely with the Tribal Education Committee and the Division of Education to solve area-wide problems and to make area-wide suggestions. As a result, a view of figures shows a 95% enrollment of school age children in the '70 school year as contrasted with a 50% enrollment at the beginning of the 50's. Significant, also, is the 20.5% Navajo high school "drop cut" rate for grades nine through twelve as compared with the national percentage of 22.7%. The Navajo people have forged ahead of the general population in this regard.

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The school boards at all levels and the Tribal Education Committee were involved in developing needs, planning projects and curricula and in moving forward in achieving the four Navajo Area Education

Goals set by the Tribal Education Committee in 1966. They are:

1. To attack the unique problems of Indian students by the provision of unique programs suited to the needs of these students, such as the English-as-a-Second-Language program.

2. To seek maximum feasible involvement of parents and tribal leaders in the education program.

3. To develop a public information program which reflects progress made on a continuing basis.

4. To endeavor to assist in any way possible so that full utilization can be made of resources, including the Economic Opportunity Act, Public Law 89-10, and similar programs which can benefit the Indian people.

The activities which follow are a sample of the many that are in operation as a result of the close cooperation between the school boards and education personnel.

GOAL 1 - Meeting the Special Needs of the Navajo Pupil

Curriculum Development - Curriculum writers at the University of Washington completed writing the first draft of the social studies and language arts guidelines based on needs established by students, teachers, parents, community and school board members. Sixty teachers will implement the language arts guidelines in their classrooms during the 1970-71 school. Staff members from a tri-university project in the social sciences, including the University of Washington, University of Nebraska, and New York University will train 175 teachers in the implementation of the social studies units. Funds for the training were secured from the Office of Education by the project directors.

The first draft of the guidance curriculum guidelines were written by a representative group of counselors, guidance supervisors and instructional aides. They will be implemented in seven schools concurrently with a new staffing pattern agreed upon by guidance and administrative staff members.

The kindergarten curriculum was revised. Other guidelines, including mathematics, health, art, music and science, will be written during the 1970-71 school year, taking their direction from needs established by curriculum committees working with parents and community and school board members.

English-as-a-Second-Language - The great stress on improving language ability continued. ESL materials, developed especially for Navajo children by Dr. Robert D. Wilson of UCLA, were field tested. The results are promising to the degree that the number of pilot teachers will be increased next year to 27 and the materials will be piloted in 21 beginner and 6 first grades. Piloting of Dr. Mary Jane Cook's adaptation of the Fries-Rojas materials continued.

Navajo Social Studies - Units developed by Dr. Le Roy Condie of UNM were pilot tested in 39 classrooms and are now being published in quantity for general use. The units for each grade level from beginners through twelve aim to help the Navajo child review his origin, history, culture and present him choices open to him on and off the reservation.

Model Dorm Program - A pilot project initiated in the latter part of the '70 school year, and which will continue in '70-71, provides a ratio of one guidance person to fifteen pupils, with special

in-service training for the personnel. Expected results for the pupils are a healthy self-image, better work in school and increased social competence.

Kindergartens - The 17 kindergartens in '69 grew to 31 in '70. A majority of the children now relate better with teachers, teacher-aides, bus drivers, and other adults, as well as with each other. Many have gained sufficient English proficiency to enter first grade, by-passing the usual beginners class.

Bilingual-Bicultural Kindergartens - Six were begun in '70 as an experiment. Results have been such that not only will the six continue but four first grades will be initiated also. In these kindergartens initial learning is in the Navajo language. As the children adjust to school, oral English is introduced gradually, but Navajo will continue to be the language of instruction.

Orientation - In the 1970 orientation the program was devoted entirely to Navajo culture and its impact on teachers and teaching. The staff consisted of Navajos selected from all types of positions with varying backgrounds in education and experience. Parents and tribal leaders played a leading role.

In-service Training - The special needs of children require special programs which, in turn, demand special training for teachers and other school personnel. A variety of workshops met this demand. Dr. Gina P. Harvey conducted training sessions across the reservation in ESL. Dr. Robert Wilson held workshops on the use of his innovative materials and for the two new project supervisors. Math training sessions, directed by Dr. Lehi Smith of ASU, were held at schools and

once a month at Window Rock. An innovation in these workshops was the presentation of material on video tape. A week's training was provided for the users of Dr. Mary Jane Cook's ESL materials. The control ESL group for the Wilson and Cook materials also received training throughout the year.

Instructional aides attended regular weekly sessions conducted by NAU and NCC and, in my opinion, they improved in ability to understand the program and work with children. In June of '69, Western College conducted a workshop for teachers and their aides. Similar workshops were conducted in June of '70 by Area staff members. One-day meetings of supervisory and administrative personnel were held to develop better communication between guidance and other school departments, to develop better utilization of guidance staffs, and to analyze the teaching-learning process as a basis for observation and documentation.

The new language arts specialists, the art specialists and the music specialists held separate workshops to establish more sharply their roles and to rewrite position descriptions. The teachers in the bilingual-bicultural kindergartens, as well as the regular kindergartens, attended several training sessions to fix their goals, learn new methods and the use of materials.

Navajo Area staff attended meetings throughout the year related to their respective specialties. An area-wide workshop for principals, specialists and guidance counselors helped them to better interpret test scores.

About 800 school personnel participated in in-service training during the 69-70 school year and educational leave study during that summer.

Special Education - Classes for the educable mentally retarded were held at Aneth (2), Sanostee (1), Toadlena (2), and Teecnospos (4). A program for the hard-of-hearing was conducted at Crownpoint Boarding School. A comprehensive survey of special education needs was begun.

Materials Development - The existing ESL rationale has been evaluated and will be revised on the basis of recommendations from field evaluation conducted by the TESOL organization and suggestions from field representatives.

Standards for guidance staffing were developed and await implementation. A start has been made in the development of a Family Life and Sex Education Program. Progress is deliberately slow as full involvement of communities takes place.

By contract with Dr. Muriel Saville of the University of Texas, bilingual-bicultural kindergarten materials were written, and guidelines for the first grade were begun.

Evaluation & Research - The National Teaching of English to Speakers of Other Languages (TESOL) organization completed its status report on the teaching of ESL on the reservation. Implementation of its recommendations this coming year should further improve the program. Pupil personnel services were evaluated at Wingate High by Washington and Area officials.

Regular supervisory visits by Area staff were made to schools, for review and evaluation of all programs: Kindergarten, primary, elementary and high school, and special projects and programs going on in the schools.

With agency and respective school personnel and PD & C, specifications for the new Wingate Elementary, Tuba City, Chinle, Kayenta boarding schools, and Grey Hill High School were formulated. Specifications developed for special education facilities by Navajo Area and Washington staff members will become Bureau standard.

An issue paper was written on total special education needs on the reservation. As an immediate result of this study, a team of psychologists from Northern Colorado University tested referred academically accelerated pupils. A class for the gifted will be initiated this next school year.

Plans have also been made to include special education facilities in any new school facilities to be constructed.

Innovative Methods - Various schools have incorporated such innovations as team teaching, non-graded classrooms, modular scheduling, and phase grouping into their programs. The traditional approach to teaching is being replaced by methods involving problem solving, and inquiry based on conceptualization and generalization. The importance of the affective domain in cross-cultural education is reflected in the emphasis on developing appropriate attitudes and values.

Food Services - As in the past, the food program for Navajo school children is a model for well balanced, tasty meals prepared

under sanitary conditions. Morning and afternoon snacks are provided, where necessary. Food for birthday and special occasion parties is also provided. Fresh milk, fruits and vegetables are provided on regular delivery schedules.

Higher Education - During the school year 69-70, a record number of 286 college students was assisted with BIA grants. The Navajo Area Grants Program is unique in that it "backs up" the Tribal Scholarship Program. A student failing to get an initial scholarship is referred to the Federal grant office. Where the student knows why he did not get a scholarship or lost his scholarship, and understands how to eliminate the reasons, he is given a grant for one or two semesters, to prove himself. If he maintains a "C" average, he is eligible once more for a scholarship.

GOAL 2 - Maximum Involvement of the People

School Boards - A milestone was reached in August of 1969, when the Tribal Council passed a resolution setting forth standards for the organization, election, and duties relating to school boards for BIA schools. Especially significant is the fact that the guidelines represent the essence of recommendations from chapters, school boards and the Tribal Council.

School board workshops for board members were held each month at each agency, and at the end of the year at Wingate, under the direction of Dr. Irving Stout of ASU. Members discussed the implementation of the guidelines using a draft of a proposed school board manual.

Adding another level of involvement, the guidelines authorized the establishment of an Interagency School Board to operate at the Area level. The picture of total education involvement begins with local school boards working with principals, (56 of them with a membership of 307). It continues with five agency school boards working with the agency school superintendent. Their representatives in turn make up the Interagency School Board working with the Tribal Education Committee and the Area Division of Education. The Interagency School Board makes recommendations to the Tribal Education Committee for presentation to and action by the Tribal Council. The Interagency board also serves as the Board of Education for Intermountain Indian School. Thus, total involvement in all education activities at all levels is made possible.

Tribal Education Committee - During the '69-70 school year, the committee not only visited the off-reservation schools enrolling Navajo students but visited the on-reservation schools as well. They encouraged pupils to enroll promptly and to stay in school. The committee initiates the yearly Conference on Navajo Education. The conference in '69-70, for the first time, was conducted entirely by Navajos. Another responsibility assumed by the committee since '68-69 has been to set the school calendar and to designate Parents Day, the Wednesday preceding Thanksgiving; and Tribal Leaders Day, the Thursday before the spring break. In general, the committee acts as liaison between the Navajo people and the Division of Education, and provides the direction for Navajo Education.

Parents Day - Although parents are welcome at any time, they are given special honor the day before Thanksgiving. Parents are invited to visit the schools, take part in a special program and have lunch with their children.

Tribal Leaders Day - The Thursday before the spring break, tribal leaders are especially invited to visit the schools to observe the instructional, dining room and dormitory programs and to have lunch with the children. The Tribal Council has recessed its sessions for both these observances.

GOAL 3 - Public Information Program

School progress news reaches the public through news releases, Navajo Area Newsletter, School Board Newsletter, radio programs, press releases, teacher home visitations, parent teacher conferences, and the attendance at chapter meetings of education personnel.

GOAL 4 - Utilization of and Coordination With Other Resources, Government and Private

Public Law 89-10 - A strong contribution to achieving many advances in meeting needs of the children and involving the people has come from projects funded under Titles I, II and III of Public Law 89-10. Funded under Title I were the Wilson's and Cook's ESL materials, Dr. Gina Harvey's ESL courses, the social studies units, a wealth of mini-projects originated by teachers not to exceed the $300.00 level,

Dr. Bernard Spolsky's project to teach children to read initially in their own language, the Maternal and Infant Care Program providing education and related assistance to unwed expectant Navajo school girls,

enrichment field trips for about 22,000 school children, the Model Dorm program, and agency and local school projects that provide for paraprofessionals, "moms" and "Pops," and pupil personnel services.

Under Title II libraries in schools were supplemented.

Title III has provided funding for the bilingual-bicultural program, its materials and training necessary to implement the program.

NDEA Title III - Math and Science equipment purchases were made possible under this title. Video Tape equipment was purchased in 69-70 for use in a math training program implemented by ASU. Equipment for a 70-71 math and science project at Intermountain was obtained through funds from this source.

Teacher Corps - In 1969, the Navajo Area and NAU entered into a joint program to train students interested in teaching in schools enrolling Navajo children. Teams were located in four schools during '68-69 and at seven schools in '69-70. The interns in the second year program are mostly Indian and the majority are Navajo. Through the initiative of the Teacher Corps teams at Toyei and in Hawaii, a pupil exchange program accomplished national recognition.

Community School Development - By arrangements with the Mott Foundation, a total of ten school employees received training in community school development. Dzilth-Na-O-Dithle and Lake Valley schools have particularly active programs.

Student Teachers - Student teachers from Fort Lewis College and Utah State University did their practice teaching in Bureau schools. Further developments are underway with colleges and universities.

Guest Workers - Several other colleges sent students under their work study program to spend a week or more working in schools by means of a Guest Worker Agreement.

Public Schools - Public schools are invited to participate in Bureau programs. As an example, public school teachers attend the orientation workshop for new teachers in Navajo Bureau schools. A joint school operation at the Teecnospos school occurred in both '68-69 and '69-70 school years. Dr. Condie's social studies materials are shared with public schools.

Consortium of Colleges and Universities - Two regular meetings of the consortium of colleges and universities were held by the Education Committee. Sharing ideas and developing common programs continued to be the theme of the meetings.

ONEO - Area staff participated in their workshop to develop curriculum for 4 and 5 year olds in their preschools.

Public Health Service - Staff members worked with PHS in developing the Model Dorm project, sex education program at Tuba City Boarding School, establishing and referring needs for guidance, health and physical education and in writing of the respective guidelines. PHS assisted with the Maternal and Infant Care program and in developing the Special Education Issue paper.

Social Services - Coordinated efforts were expended to plan the summer school program for welfare children at Shiprock. Joint efforts help make the Maternal and Infant Care program a success. Social Services helped in developing the Special Education Issue paper.

Summary - Navajo education was "on the move" in the 1969-70 school year with the direction for the momentum provided by the Navajo people. The 1970-71 school year appears even more promising for meeting the Navajo Area educational goals and providing an appropriate educational program for the Navajo Nation.